

Fountain Inn Elementary

608 Fairview Street
Fountain Inn, SC 29644

Grades	K-5 Elementary School	
Enrollment	724 Students	
Principal	Glenn R. Wile	864-355-5100
Superintendent	Phinnize J. Fisher, Ed.D.	864-241-3456
Board Chair	Charles J. Saylor	864-322-9053

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	52	22	1	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004	Good	Unsatisfactory	Yes
2005	Average	Unsatisfactory	Yes

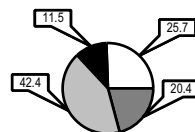
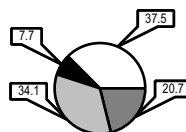
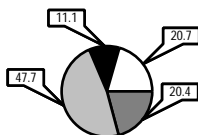
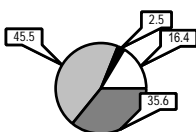
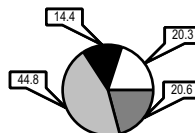
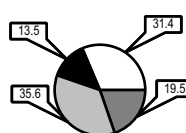
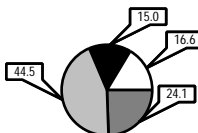
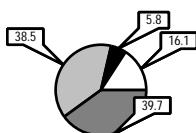
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	341	99.7	16.4	45.5	35.6	2.5	51.1	Yes	Yes
Gender									
Male	167	99.4	20.8	48.4	29.6	1.3	44.0		
Female	174	100.0	12.2	42.7	41.5	3.7	57.9		
Racial/Ethnic Group									
White	240	99.6	11.0	47.1	38.8	3.1	57.7	Yes	Yes
African American	94	100.0	30.0	38.9	30.0	1.1	37.8	Yes	Yes
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	271	99.6	14.2	43.9	38.7	3.2	55.3		
Disabled	70	100.0	24.3	51.4	24.3	0.0	35.7	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	341	99.7	16.4	45.5	35.6	2.5	51.1		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	340	99.7	16.5	45.3	35.7	2.5	51.2		
Socio-Economic Status									
Subsidized meals	160	99.4	25.5	45.0	28.2	1.3	40.9	Yes	Yes
Full-pay meals	181	100.0	8.6	46.0	42.0	3.4	59.8		

Mathematics – State Performance Objective = 36.7%									
All Students	341	99.7	20.7	47.7	20.4	11.1	48.6	Yes	Yes
Gender									
Male	167	99.4	22.0	42.8	23.9	11.3	49.1		
Female	174	100.0	19.5	52.4	17.1	11.0	48.2		
Racial/Ethnic Group									
White	240	99.6	14.1	46.7	24.7	14.5	56.8	Yes	Yes
African American	94	100.0	36.7	48.9	11.1	3.3	30.0	Yes	Yes
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	271	99.6	15.4	47.4	23.7	13.4	56.9		
Disabled	70	100.0	40.0	48.6	8.6	2.9	18.6	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	341	99.7	20.7	47.7	20.4	11.1	48.6		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	340	99.7	20.5	47.8	20.5	11.2	48.8		
Socio-Economic Status									
Subsidized meals	160	99.4	32.2	47.0	15.4	5.4	36.9	Yes	Yes
Full-pay meals	181	100.0	10.9	48.3	24.7	16.1	58.6		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	341	99.4	37.3	34.2	20.8	7.8	28.6
Gender							
Male	167	99.4	37.7	32.1	22.6	7.5	30.2
Female	174	99.4	36.8	36.2	19.0	8.0	27.0
Racial/Ethnic Group							
White	240	99.6	28.2	36.1	25.1	10.6	35.7
African American	94	98.9	58.4	29.2	11.2	1.1	12.4
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	271	99.3	30.6	36.9	23.0	9.5	32.5
Disabled	70	100.0	61.4	24.3	12.9	1.4	14.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	341	99.4	37.3	34.2	20.8	7.8	28.6
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	340	99.4	37.1	34.3	20.9	7.8	28.7
Socio-Economic Status							
Subsidized meals	160	98.8	53.4	30.4	13.5	2.7	16.2
Full-pay meals	181	100.0	23.6	37.4	27.0	12.1	39.1

Social Studies							
All Students	341	99.4	25.5	42.5	20.5	11.5	32.0
Gender							
Male	167	99.4	18.9	42.8	27.0	11.3	38.4
Female	174	99.4	31.9	42.3	14.1	11.7	25.8
Racial/Ethnic Group							
White	240	99.6	18.1	43.2	24.2	14.5	38.8
African American	94	98.9	44.9	39.3	11.2	4.5	15.7
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	271	99.3	21.8	41.3	23.4	13.5	36.9
Disabled	70	100.0	38.6	47.1	10.0	4.3	14.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	341	99.4	25.5	42.5	20.5	11.5	32.0
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	340	99.4	25.5	42.4	20.6	11.5	32.1
Socio-Economic Status							
Subsidized meals	160	98.8	35.8	39.9	16.2	8.1	24.3
Full-pay meals	181	100.0	16.7	44.8	24.1	14.4	38.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	130	100.0	8.9	30.1	56.9	4.1	61.0
	4	114	100.0	15.6	42.2	39.4	2.8	42.2
	5	100	100.0	30.6	44.9	24.5	N/A	24.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	106	99.1	6.2	36.1	51.5	6.2	57.7
	4	114	100.0	13.5	49.5	36.9	0.0	36.9
	5	121	100.0	27.8	49.6	20.9	1.7	22.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	130	100.0	14.6	54.5	22.8	8.1	30.9
	4	114	100.0	21.1	38.5	23.9	16.5	40.4
	5	100	100.0	29.6	46.9	15.3	8.2	23.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	106	99.1	9.3	49.5	25.8	15.5	41.2
	4	114	100.0	18.0	45.0	23.4	13.5	36.9
	5	121	100.0	33.0	48.7	13.0	5.2	18.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	106	99.1	21.6	37.1	33.0	8.2	41.2
	4	114	99.1	39.1	30.9	23.6	6.4	30.0
	5	121	100.0	48.7	34.8	7.8	8.7	16.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	106	99.1	14.4	43.3	19.6	22.7	42.3
	4	114	99.1	20.0	46.4	29.1	4.5	33.6
	5	121	100.0	40.0	38.3	13.0	8.7	21.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 724)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.2%	Down from 3.0%	2.6%	3.0%
Attendance rate	96.6%	Down from 96.9%	96.5%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.8%	Up from 2.0%	3.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	2.7%	Up from 2.0%	2.7%	3.2%
Eligible for gifted and talented	15.6%	Up from 15.4%	18.5%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.1%	Down from 12.1%	7.9%	8.2%
Older than usual for grade	0.4%	Up from 0.1%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 42)				
Teachers with advanced degrees	59.5%	Up from 55.0%	53.1%	52.6%
Continuing contract teachers	64.3%	Down from 82.5%	84.6%	83.3%
Highly qualified teachers	92.7%	Down from 94.4%	93.7%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	82.5%	Down from 88.5%	89.2%	87.0%
Teacher attendance rate	93.2%	Down from 95.1%	94.8%	95.0%
Average teacher salary	\$42,700	Up 4.8%	\$42,430	\$41,703
Prof. development days/teacher	9.4 days	Up from 8.8 days	12.3 days	12.8 days
School				
Principal's years at school	1.0	Down from 5.0	5.0	4.0
Student-teacher ratio in core subjects	20.7 to 1	Down from 22.2 to 1	19.6 to 1	18.8 to 1
Prime instructional time	88.0%	Down from 90.7%	90.0%	89.8%
Dollars spent per pupil*	\$4,839	Up 1.2%	\$5,813	\$6,242
Percent of expenditures for teacher salaries*	65.1%	Up from 65.0%	66.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.9%	Up from 96.1%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Excellent	Good
* Prior year audited financial data are reported.				
		Our District	State	
Highly qualified teachers in low poverty schools		92.8%	89.4%	
Highly qualified teachers in high poverty schools		95.5%	90.1%	
		State Objective	Met State Objective	
Highly qualified teachers in this school		65.0%	Yes	
Student attendance in this school		95.3%	Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The vision of Fountain Inn Elementary School, in partnership with families and community, is to establish a nurturing and educational environment that will allow all students to achieve at their fullest potential and become effective citizens of the 21st Century.

At the beginning of the school year, members of the staff and faculty of Fountain Inn Elementary School worked together to review and update the goals for our Strategic Plan for Excellence. Four goals were identified: increased achievement in ELA, increased achievement in Math, continual development of positive community relations, and continual improvements in maintaining a safe learning environment. These goals were adopted by the staff and were incorporated into the development of their personal achievement goals for the school year. Additionally, objectives and strategies were identified to assist in obtaining these goals.

Overall, the students at Fountain Inn Elementary School made consistent academic gains as measured by PACT. Students in the third grade who scored at the proficient and advanced levels made a 16% increase over the past three years and our students in the fourth grade who scored at the proficient or advanced levels made an increase of 14% over the past three years in ELA. Students in the fourth grade who performed at the proficient or advanced level in Math increased 11% over the past three years.

Analysis of our school data led to a year long comprehensive staff development plan focused on meeting the needs of our diverse student population and creating excellence in math. Effective instruction will continue to be based upon the state standards and achievement gains will be made as we continue to integrate the standards into the curriculum. For the coming school year, Fountain Inn Elementary School will begin to incorporate the principles of the Baldrige Model for total school quality.

Fountain Inn Elementary School has continued to make great strides in our efforts to create a school environment that is open and welcoming to our families and the community. There are many ongoing school-wide events offered to our families. They include our first annual "First Day" event where over 85% of our families were in attendance. Dad's Day Out, Muffins with Mom, Donuts with Dad and the Pastor's Luncheon were also opportunities for our families and the community to visit and become engaged in the students' educational experience. To promote involvement with our incoming parents, we held our first annual Kindergarten Round-up with 75% of our new parents and students in attendance. Our active BETA Club competed and placed in two events at the state conference and two will represent our school at the national conference. The BETA Club sponsors our school store, and all of the members are involved in community service. In addition, this year our business partnerships increased 100% over the previous school year. They are actively involved in the recognition and support of our students and their achievements.

We at Fountain Inn Elementary School are in a constant pursuit of excellence. Together, with home, school, and the community, we will continue to establish an educational environment that will foster success for all of our stakeholders.

Glenn R. Wile, Principal

Tracy Willis, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	42	88	73
Percent satisfied with learning environment	90.5%	93.2%	91.3%
Percent satisfied with social and physical environment	95.2%	92.0%	85.5%
Percent satisfied with school-home relations	90.2%	93.1%	74.6%

*Only students at the highest elementary school grade level at this school and their parents were included.